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ANNUAL CONFERENCE OF THE CALIFORNIA ASSOCIATION OF STUDENT COUNCILS

MARION BRUMMELL, Whittier High School; Director of Publicity and Publications,
California Association of Student Councils, and

LAWRENCE B. WHITE,¹ Regional Survey Director, State Commission on School Districts

A year of organization and promotion of the California Association of Student Councils culminated in the First Annual Conference of the Association, held at Glendale Senior High School, May 1, 2, and 3, 1947. Official student delegates representing 84 high schools from all parts of California were in attendance. More than 100 high schools joined the C.A.S.C. during this first year.

The California Association of Student Councils is sponsored by the California Association of Secondary School Administrators and the State Department of Education and is designed for the practical civic education of student leaders in the high schools of this State. The Association is organized on the basis of 22 regions, corresponding to the 22 sections of the California Association of Secondary School Administrators. Each of these sections elects 4 representatives to attend the state conference where they become the Senate of the state-wide organization. Each individual member high school is also entitled to send one or more direct representatives, depending upon the size of the school, and these students form the House of Representatives in the state organization. At the Glendale conference there were about 180 official student delegates in addition to a large number of unofficial representatives.

The opening session of the Glendale conference featured addresses by Thomas H. Kuchel, Controller of the State of California, who represented Governor Warren, and Frank B. Lindsay, Assistant Superintendent of Public Instruction and Chief of the Division of Secondary Education in the California State Department of Education.

On Friday morning the activities of the conference centered around speeches given by 34 students campaigning for election to the offices of the Association. Friday afternoon was devoted to sessions conducted by various high schools on the following topics:

1. School Government in Action—Arousing School Spirit, and Improving Morale Through Widespread Democratic Participation (Abraham Lincoln High School, San Jose)

¹ Formerly Assistant Chief, Division of Secondary Education, California State Department of Education.

2. School Government in Action—Planning and Scheduling the Calendar of Activities (King City Union High School)
3. School Government in Action: Student Body Finances—Making and Administering the Budget (South Pasadena—San Marino Senior High School)
4. School Government in Action: Democratic Administration of Rules and Regulations (Fullerton Union High School)
5. Student Duties and Responsibilities: State Law; Contribution of Classroom Work; Developing Leadership Through Democratic Classroom Organization (Santa Monica Senior High School)
6. Student Duties and Responsibilities: State Laws Regarding Minors (School Employment, etc.) (El Monte High School)
7. Good Sportsmanship in Interscholastic Relations: Building a Common Code for California High School Student Bodies; the System of Athletic Awards Recommended by the California Interscholastic Federation (Inglewood High School)
8. Careers in Civic Leadership and Statesmanship (Whittier High School)
9. The UNESCO and Its Relationship to the Association of Student Councils (Excelsior High School, Norwalk)
10. Building Intercultural Democracy (San Diego Senior High School)

Following these discussion groups, the first meetings of the Senate and of the House of Representatives were held for the purpose of electing officers and discussing the functions and responsibilities of these groups.

In the evening a formal banquet was given for the delegates and the faculty advisers during which entertainment was provided by students from various high schools. This banquet was followed by a colorful formal dance in the Glendale High School gymnasium with music provided by dance orchestras from Whittier High School and Glendale High School.

Saturday morning was devoted to the final general session of the Conference and included the installation of officers by John Anson Ford, Los Angeles County Supervisor, and a challenging address on "Youth and America," by Geoffrey Morgan.

Resolutions which had been prepared following the group discussion meetings of the previous day were presented at this final meeting. Included in the resolutions were requests that school administrators give more consideration to the problems involved in providing adequate opportunities for more effective student government in California high schools;

that the Legislature of the State consider the possibility of more successful enforcement of laws dealing with the employment of minors; that the California Interscholastic Federation encourage uniform standards for good sportsmanship, for the awarding of trophies, and for the awarding and wearing of various types of athletic insignia; and that there be set up within the California Association of Student Councils a board of intercultural relations to study the problems of race relations in California.

Following the nomination speeches on Friday morning, election booths were opened and a very close election followed. Only one vote determined the issue in one of the offices, and the president won by three votes over his nearest rival. The following officers of the California Association of Student Councils for 1947-48 were elected.

President: James Jennings—Glendale Senior High School.

Vice President: Jacqueline Harris—Alhambra High School

Director of Publicity and Publications: Marion Brummell—Whittier High School

Director of Athletic Relations: Gino Zuliana—San Pedro Senior High School

Secretary: Jo Anne Strain—Fullerton Union High School

Treasurer: Louise Caraccioli—Gonzales Union High School

Parliamentarian: Harry A. Hanson—Red Bluff Union High School

Speaker of the Senate: Walter Foster—Manual Arts Senior High School, Los Angeles

Clerk of the Senate: Elizabeth Congdon—Shasta Union High School, Redding

Sergeant at Arms, Senate: B. K. Galbreath—Live Oak Union High School

Speaker Pro Tem, Senate: Robert Krikarian—Thomas A. Edison Junior-Senior High School, Fresno

Speaker of the House: Ray Cornwell—Inglewood High School

Clerk of the House: Janet Ewart—Alexander Hamilton High School, Los Angeles

Sergeant at Arms, House: Dan Sites—Burbank Senior High School

Speaker Pro Tem, House: Jim Marinos—San Diego Senior High School

The first annual conference was decidedly successful and indicates the future strength possible in the California Association of Student Councils. In general, this Association may be said to have two major purposes. The first is to provide, for the *student leaders* of the high schools of California, an opportunity for practical civic education. The second is to provide an agency through which these student leaders may assist effectively in the solution of many school and community problems.

One encouraging reply to the desperate demand for good leadership in the years ahead is to be found in possibilities inherent in the California Association of Student Councils.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

APPOINTMENT TO STATE CURRICULUM COMMISSION

William G. Paden, Superintendent of Alameda City Schools, has been appointed by the Superintendent of Public Instruction to membership on the State Curriculum Commission to fill the unexpired term of Ralph R. Fields. Dr. Fields resigned from the Commission May 1, 1947, to take office as Associate Superintendent of Public Instruction in charge of Instruction in the State Department of Education. Mr. Paden has been city superintendent of schools at Alameda since 1925, and had previously been associated with Alameda schools as principal research director. He holds the A.B., J.D., and M.A. degrees from the University of California, and has been awarded an honorary degree of Doctor of Laws from Colorado State College. Mr. Paden is associated with the University of California as a lecturer in education, and is visiting professor of history on the faculty of San Francisco State College. He is the author of a workbook on California geography (1922) and of a children's travel book, *Seeing California* (Macmillan, 1925).

EVALUATION PROGRAM

The following statement was issued on June 4, 1947, by the Superintendent of Public Instruction in his capacity as Superintendent and as Chairman of the State Curriculum Commission. It is published here for the information of school officials throughout the state.

To County, City, and District Superintendents of Schools:

In January, 1947, the State Department of Education set up an evaluation staff within the Division of Research and Statistics. This staff was created for the purpose of extending services of a consultant nature to counties and districts throughout the state to aid in initiating or reorganizing programs of evaluation. It was also designed to co-operate closely with the activities of the consultants in elementary and secondary education so as to make available a more harmonious service to local curricular programs.

Early this year the California Curriculum Commission requested that the State Department of Education design a test in spelling for the sixth grade which would measure achievement according to standards

set up by California curricular practice. This request was in answer to the complaints of many administrators that standardized tests did not adequately measure the spelling program as developed by the State Series Textbooks. Such a spelling test was designed and has been administered to approximately forty-eight thousand children in the sixth grade throughout the state. Norms established from these results will be available this summer for use of districts in interpreting their local situations. This test will also be available for use in the future on request to the State Department of Education.

In March, the Department felt it advisable to ascertain what the common practices were in evaluation throughout the state and to determine what additional services the evaluation staff should offer. A questionnaire was designed to ascertain the type of evaluation service which could best be offered by the State Department of Education. Opinions were requested as to policy, ranging from local control to state control of testing. No implication was intended that any one of these items was a set program to be adopted by the State. This questionnaire was circulated and the results are now being reviewed.

The above activities have led to anxiety on the part of some people as to whether the State Department of Education is attempting to initiate a state testing program. In order that all concerned may have a clear understanding of the position of the Department in the matter of evaluation, the following statement is made:

The concept of local autonomy in educational processes has long been established in California. School districts, even while operating within the general state framework, are varied in the specific nature of their curricular objectives. Such variation is usually in terms of objectives designed for community needs. It is obvious that no one rigid program set up by the State Department of Education could constitute valid appraisal of these various programs now being carried on in California schools. It is also true, however, that local curriculums have certain general aspects which are more or less common throughout the state. These similarities occur chiefly in the activities which develop skill in the basic tools of learning. In certain of these skill subjects, such as spelling and arithmetic, research has shown that the curricular practices of the state are not measured adequately by nationally standardized tests.

The Department wishes to recognize as desirable some instructional differences among various localities. It is felt that evaluation problems inherent within such programs can be best dealt with by increasing the consultant services available to the local districts. The evaluation staff therefore invites requests for aid from districts concerned with the

problems of evaluation. It is also proposed that the state evaluation staff work closely with other members of the state staff in order that the objectives of both the instructional and evaluative processes may be more harmonious. Thus local districts may in the future request such co-ordinated consultant service in initiating or reorganizing programs of curriculum improvement.

A further proposal has been made that the Department develop a manual outlining suggestions as to the purposes and basic essentials for adequate evaluation programs. Augmenting the services of the consultants, this manual could be used as a basic guide in the conception and organization of evaluation programs within the local districts.

The second problem concerns state services to be offered where general aspects of a similar nature are noted throughout all curriculum programs. Where a need is evident for more valid measurement of California standards, it is proposed that the Department attempt to develop tests to meet this need. Such instruments will be developed through the usual sampling procedures and, when standardized, be made available to local districts for use as indicated by their needs. *No intention of setting up a state testing program is to be inferred from this statement, as these instruments will be available by request in the same manner as commercial tests are now obtained.*

In instructional areas where nationally standardized tests seem adequate and in harmony with California practices, it is proposed that evaluation studies of these standardized tests be made by the State Department of Education. Information concerning their validity, reliability, and usability will be made available through the evaluation manual and by the consultant personnel.

Our position, then, can be summarized briefly as follows:

1. Within the general framework for the state, local districts must be free to develop programs to meet the needs of the area served:
 - a. The consultant services of the Evaluation Staff of the State Department of Education will be available to local districts in the initiation or reorganization of evaluation programs.
 - b. The Evaluation Staff will develop a manual of basic information for use of the local districts.
2. For use throughout the state as local districts may wish to utilize them, we propose:
 - a. To develop tests consistent with California practices when a need for such tests is shown, and to maintain a test service for districts desiring such instruments.
 - b. To evaluate present available tests and disseminate such information throughout the state.

APPOINTMENT OF CHIEF, DIVISION OF READJUSTMENT EDUCATION

Axel C. Jensen, who has served as acting chief of the Division of Readjustment Education since the resignation of Buel F. Enyeart, has been appointed Chief of the Division, retroactive to February 1, 1947. Mr. Jensen came to the Department of Education in July, 1945, as Assistant Chief of the Division of Readjustment Education, and has had charge of the Sacramento office of the Division since that time.

BUREAU OF TRADE AND INDUSTRIAL EDUCATION

SAMUEL L. FICK, Chief

BUDGETS FOR APPRENTICE TRAINING

School administrators are urged to make adequate provision in school budgets for offering instruction for apprentices related to their respective trades. Training of apprentices is one of the fastest growing programs in public education in California, and during the past year many school administrators have found the budgeted funds to be entirely inadequate.

Under the California apprenticeship law,¹ apprentices are required to attend classes offering instruction related to their trade for 144 hours per year. The term of apprenticeship averages four years. The related classes are usually offered two hours a night for two nights a week, or four hours a night for one meeting a week. The recent tremendous increase in the number of apprentices enrolled in California classes is due in part to the "G.I. Bill of Rights," which recognizes training through apprenticeship as a bona fide educational program. This enables veterans indentured as apprentices to obtain subsistence and other educational benefits of the Bill.

In addition to providing funds for the cost of instruction, it is desirable for school districts to make some funds available for use as a revolving fund to purchase the required text and reference books for apprentice classes. This money can be replaced, of course, through the sale of the books to the students or through reimbursement from the Veterans Administration for students enrolled under the G.I. Bill.

The Bureau of Trade and Industrial Education has prepared workbooks and testbooks for the use of students in related classes. Those already available are listed in *California Schools* for June, 1947 (pages 129-130). In addition to the subjects already announced, the series will include meat-cutting and radio service and repair.

¹ California Labor Code Section 3078(d).

DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

Improving Reading Instruction in the Secondary School. Prepared by the Southern Section of the California State Committee on Developmental Reading. Bulletin of the California State Department of Education, Vol. XVI, No. 1, May, 1947. Pp. xii + 128.

The California State Committee on Developmental Reading, sponsored jointly by the Association of California Secondary School Principals and the California State Department of Education, for several years addressed itself consistently to improving programs of instruction in reading. In March, 1943, the Committee's first report, entitled *Teaching Reading in the Secondary School*, was published as Volume XII, No. 3, of the Bulletin of the California State Department of Education.

The Southern Section of the Committee, numbering some 18 members who are experienced teachers or administrators, has prepared a comprehensive second bulletin, *Improving Reading Instruction in the Secondary School*, which offers specific suggestions concerning methods and materials for teachers in various subject fields. This bulletin makes frequent reference to the basic principles underlying effective classroom instruction which were discussed in the bulletin mentioned above. The two bulletins differ, however, in major purpose. The first bulletin presented a broad outline of principles and gave suggestions for building a school-wide reading program. The second bulletin presents the problems of improving reading instruction in specific subject-matter fields and includes suggestions of appropriate devices and methods which may be adapted by any teacher to suit the needs of particular groups. The section on "Materials of Instruction," Part III, should prove valuable to those who are selecting books to improve reading skills and to create interest in reading. More than a hundred school people assisted in evaluating the materials listed.

Copies of the bulletin are being furnished to city and district superintendents of schools for distribution to teachers and supervisors of reading in secondary schools, and to county superintendents of schools who request copies for supervisors or co-ordinators.

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at a special meeting held in San Francisco, April 28, 1947:

Amendments and Additions to Credential Regulations. The Board amended Section 202 of Title 5, California Administrative Code, added Section 203.1, amended Section 204, and added Section 204.1, to read as follows.

202. Credentials may, prior to their date of expiration, be renewed as provided in Article 11, Chapter 1, Division 7 of the Education Code pursuant to this section.

Valid renewable credentials may be renewed by submitting the following materials to the Commission of Credentials:

(a) Application form. Each request for a renewal of a credential shall be made on the application form provided by the Commission of Credentials.

(b) A health certificate on the form prescribed by the State Board of Education, except for the renewal of the adult educational credential for short unit courses.

This requirement is not in effect during the continuance of the national emergency declared by the President of the United States.

(c) The fee of three dollars in the form of a money order or certified check.

(d) Verification of completion of requirements, if any, listed in the credential and of any additional renewal requirements established in the specification for the credential in question by State Board of Education regulations.

(e) Verification of recency of training by official transcript of record, or of recency of experience by original letters from responsible persons having knowledge of the facts as follows:

Each applicant for the renewal of a credential, other than any credential for which the State Board of Education has established other and additional special training and experience requirements for renewal, shall verify that he has, during the five-year period immediately preceding the date of application for renewal, completed either (1) a minimum of six semester hours of upper division or graduate work of recognized standard, or (2) a minimum of five months of successful school experience, or (3) a minimum of five months of experience in other educational work of a type and in an amount which satisfies the Commission of Credentials that he is acquainted with acceptable current educational practices. During the national emergency declared by the President of the United States, a valid renewable credential, other than any credential for which the State Board of Education has established special recency of training or experience requirements, may, on or after May 1 of the year of its expiration, be renewed to June 30 of the succeeding calendar year without meeting this recency of training or experience requirement.

203.1. Any ground (including any ground specified in Chapter 6, Division 7, of the Education Code, or any amendment of or successor thereto) specified by any law of this State as cause for revocation or suspension of any life diploma, document or credential shall be ground for rejection of an application for any such life diploma, document or credential or for the renewal of any such life diploma, document or credential.

204. Any applicant for a credential, renewal of credential or life diploma who is dissatisfied with the action taken on the application by the Commission of Credentials may appeal to the State Board of Education pursuant to the provisions of Education Code Section 12044. Failure of the Commission of Credentials to issue a credential, renewal of credential or life diploma within sixty days after a complete application has been filed with the Commission, may at the option of the applicant, be treated as a denial of the application. Such appeal may be taken by filing with the Secretary of the State Board of Education and the Secretary of the Commission of Credentials, a notice in writing stating that the applicant appeals from the decision of the Commission of Credentials. Upon the filing of such notice with the Secretary of the Commission of Credentials, he shall file with the Secretary of the State Board of Education, the application and other supporting documents theretofore filed with the Commission of Credentials.

204.1. Any applicant for a credential, or renewal thereof, or life diploma who appeals to the State Board of Education shall be entitled to a hearing to be conducted in the manner provided by Chapter 5 of Part 1 of Division 3 of Title 2 of the Government Code.

Having been declared by the Board to be emergency regulations, these regulations became effective immediately upon being filed with the Secretary of State, April 29, 1947.

YEARBOOK COMMISSION MEMBER

Charles W. Bursch, Chief of the Division of Schoolhouse Planning, State Department of Education, attended the meeting of the 1949 Yearbook Commission of the American Association of School Administrators at Chicago, Illinois, on June 6, 7, and 8. Dr. Bursch was invited to serve as a member of the Commission last April. The Executive Committee of the association plans to devote the 1949 Yearbook to the general field of serving the modern school program through building design, equipment, and the use of newly developed types of instructional aids. Other members of the Yearbook Commission include:

W. T. White, Superintendent of Schools, Dallas, Texas; W. D. McClurkin, Professor of School Administration, George Peabody College for Teachers, Nashville, Tennessee; T. C. Holy, Director, Bureau of Educational Research, Ohio State University, Columbus; Paul L. Essert, Superintendent of Schools, Grosse Pointe, Michigan; Paul W. Seagers, Supervising Principal, Orchard Park, New York; Homer W. Anderson, Superintendent of Schools, Newtonville, Massachusetts.

FIRST WOMAN CHAIRMAN

Bernice Moss, Consultant in Health Education in the State Department of Education, was named chairman of the joint committee of the National Education Association and the American Medical Association on Health Problems in Education, at the committee's meeting in Chicago

last May. Dr. Moss is the first woman to serve in the chair for this, the oldest of NEA's joint committees. Its membership is limited to ten persons, five representing each of the associations. The committee publishes reports of its findings in health problems, and in 1947-1948 will prepare the fourth revision of its teacher-training textbook, *Health Education*, originally published in 1924.

Dr. Moss was appointed as consultant in the Division of Health Education, Physical Education, and Recreation on June 1, 1946. She had previously served the State in the Department of Public Health.

SUMMER INSTITUTE ON GENERAL EDUCATION

The office of University Extension, University of California, has announced a Summer Institute on General Education to be held August 10-16, 1947, at Westmont College in Santa Barbara.

Under the leadership of Malcolm S. MacLean, the workshop members will devote their effort to specific institutional and departmental problems in general education, such as planning program, devising general education courses, preparation of syllabuses, methods of teaching, evaluation by tests or examinations or follow-up studies. Small working committees will be organized around specific problems of the members, and will report to the institute as a whole. Individual and group conferences with Dr. MacLean will be arranged.

The fee for the institute will be \$15. It will not carry university credit. The group will have the use of a dormitory, a large stone mansion which was formerly a private estate in the Montecito area, where the participants can live and work together in an atmosphere which should be conducive to the best group work technique. Housing and meals will be furnished at \$5 a day, or \$35 for the full period.

Inquiries regarding enrollment should be addressed to University Extension, Department of Institutes, University of California, Los Angeles 24.

PROFESSIONAL LITERATURE

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- BECKER, HOWARD. *German Youth: Bond or Free*. (International Library of Sociology and Social Reconstruction.) New York: Oxford University Press, 1946. Pp. xiv+286.
- BETTS, EMMETT ALBERT. *Foundations of Reading Instruction, with Emphasis on Differentiated Guidance*. New York: American Book Company, 1946. Pp. xiv+757.
- Career Opportunities in Aviation: A Handbook of Vocational Information*. 839 Seventeenth Street, N. W., Washington 6: National Council of Technical Schools [1946]. Pp. 32.
- DALE, EDGAR. *Audio-Visual Methods in Teaching*. New York: The Dryden Press [1946.] Pp. xviii+546.
- DEWEY, JOHN. *Problems of Men*. New York: Philosophical Library, 1946. Pp. 432.
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- MELVIN, A. GORDON. *Education, A History*. New York: The John Day Company, Inc., [1946]. Pp. vi+374.
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- WOLFF, WERNER. *The Personality of the Preschool Child: The Child's Search for His Self*. New York: Grune and Stratton, 1946. Pp. xvi+342.